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SCIENCE

FRIDAY, JULY 1, 1910

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PHYSICS AND EDUCATION

At the recent meeting of the American Association for the Advancement of Science a joint session of Sections B, Physics, and L, Education, was devoted to a discussion of the teaching of physics. This is the first time in the history of the association that such a discussion has formed part of the regular program. It indicates the change that is slowly but surely creeping over the university mind of the country in that the problems of teaching are coming to be regarded as research problems of at least no less importance and difficulty than those of pure science. Section L, to be sure, devotes all its sessions to the presentation and discussion of research work in education; but it is encouraging to have Section B also turn its attention in this direction.

Those who attended this joint session have been impressed with the wide difference in the points of view from which the two sections surveyed the field. It is a familiar fact that specialists in any field are very wary about committing themselves definitely in reply to questions about their specialty. Ask a geologist what a specimen of rock is, and he will reply that it looks like limestone, and probably is that, but he would not care to be quoted as having said that it was limestone until he had made suitable tests and verified the statement carefully. The same geologist does not hesitate to give final decisions on matters of politics or even of education, although he has never studied either scientifically. He would even be ready to legislate about the re-